DOCUMENT RESUME

ED 143 849 CE 012 475

AUTHOR Tingey, Lana Mae Thomas
TITLE Attitudes Expressed by Montana High School Home Economics Teachers Concerning Career Education.
PUB DATE Aug 77
NOTE 91p.; Master's Thesis, Montana State University

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Age; *Career Education; Educational Finance; *Home Economics Teachers; Information Sources; School Size; State Surveys; *Teacher Attitudes; Teaching Experience
IDENTIFIERS Future Homemakers of America

ABSTRACT

The purpose of a study was to determine (1) Montana high school home economics teachers' attitudes toward career education, and (2) if a significant relationship existed between selected variables and these attitudes. A previously tested questionnaire was partially redesigned and mailed to 200 high school home economics teachers in Montana. Respondents (169 or 84.5%) showed positive attitudes toward career preparation in high school, combining school and employment, local funding of career education, career education principles, and incorporating it into subject matter courses. Magazines and journals, Office of Public Instruction, and books were the most popular sources of career education information. There was a relationship between (1) vocational funding and integration of career education, and (2) sources of information and school size. No relationship existed between sources of information and (1) age of respondent and (2) years of experience. And no relationship existed between attitudes toward career preparation in high school and (1) age of respondent, (2) years of experience, (3) school size, (4) F.H.A. chapters, and (5) integration of career education. (Author/BL)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED143849

ATTITUDES EXPRESSED BY MONTANA HIGH SCHOOL HOME ECONOMICS TEACHERS CONCERNING CAREER EDUCATION

by

LANA MAE THOMAS TINGEY

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Home Economics

Approved:

Angela Lina O'Brien
Chairperson, Graduate Committee

Marjorie Kinsey
Head, Major Department

Henry L. Parsons
Graduate Dean

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1977

CE 012 475

VITA

Lana Mae Thomas Tingey was born June 19, 1950, in Ellensburg, Washington, the daughter of Gerald and Ida Mae Thomas. She was reared on the family ranch near Cle Elum, Washington. Lana graduated from Cle Elum High School in 1968.

Lana received a Bachelor of Art degree in Home Economics with an Art minor from Central Washington State College in 1972. She was employed as an interior designer with Nerland's Home Furnishings in Fairbanks, Alaska until her marriage to Robert E. Tingey in 1973. Mr. Tingey, a Montana resident, was a pilot in the United States Army. While Bob was stationed at Fort Campbell, Kentucky, Lana was employed as a 4-H agent by the Cooperative Extension Service. The Tingeys returned to Montana in 1976, at which time Lana began her graduate studies at Montana State University.

ACKNOWLEDGMENTS

Sincere appreciation is expressed to my committee chairman, Dr. Angelina Parsons, for her support and guidance throughout my graduate program. Special thanks are extended to Dr. Marjorie Keiser and Dr. John Kohl for their helpful assistance, guidance, and encouragement on my graduate committee.

Special thanks go to Bob for his patience, encouragement, and financial support. I would also like to thank:

--Dr. Ervin Smith for his time and valuable help with the analysis of data.

--The Montana high school home economics teachers who took the time from their busy spring schedules to complete my questionnaire.

--Flora Martin and Pat Feeley at the Office of Public Instruction, for providing me with background information on the status of career education in Montana schools.

--The Montana State Office of Graduate Studies for reimbursing me for the return postage on my questionnaires.

TABLE OF CONTENTS

	Page
LIST OF TABLES	viii
LIST OF FIGURES	x
ABSTRACT	xi
Chapter	
I. INTRODUCTION	1
Need for the Study	2
Purpose of the Study	4
Assumptions	5
Limitation	6
Delimitations	6
Definition of Terms	6
II. REVIEW OF RELATED LITERATURE	8
Career Education	8
Definition	8
Need	9
Changes Needed	11
Organization	13
Clusters	13
Phases	13
Thrusts and outcomes	14
Models	17

TABLE OF CONTENTS (continued)

Chapter		Page
	Home Economics	18
	Preparation of Occupations	20
	Preparation for Dual Role	21
	Attitudes	21
	Definition	21
	Attitude Measurement	22
	Self-report techniques	23
	Observational techniques	23
	Projective techniques	24
	Relationship to Career Education	25
III.	PROCEDURES	27
	Population	27
	Survey Instrument	27
	Procurement of Data	28
	Analysis of Data	29
	Hypotheses	30
IV.	RESULTS AND DISCUSSION	31
	Characteristics of Sample	31
	Characteristics of Teachers	31
	Age	31
	Years of teaching experience	32

TABLE OF CONTENTS (continued)

Chapter		Page
	Characteristics of Schools Represented	33
	Size	33
	Vocational Funding	34
	Existence of Future Homemakers of America chapters	35
	Examination of Findings	36
	Sources of Information about Career Education	36
	Attitudes Toward Career Preparation in High School	38
	Attitudes Toward Combining School and Employment	45
	Attitudes Concerning Funding of Career Education	47
	Attitudes Concerning Principles of Career Education	49
	Incorporation of Career Education into the Program	53
	Vocational Funding in Relation to Integration of Career Education	56
V.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	59
	Summary	59
	Summary of Results	60
	Conclusions	62
	Recommendations	64

TABLE OF CONTENTS (continued)

Chapter		Page
	For Improvement of this Study	64
	Use of Results from this Study	64
	For Further Study	65
APPENDIXES	. . . . .	66
A.	Questionnaire	67
B.	Questionnaire Items Pertaining to Each Question to be Answered	73
C.	Cover Letter	75
REFERENCE NOTES	. . . . .	77
REFERENCES	. . . . .	78

LIST OF TABLES

Table		Page
1.	Characteristics of Respondents Compared to all Montana High School Home Economics Teachers	33
2.	Chi Square Values Showing the Relationship Between Sources of Information and Characteristics	38
3.	Attitudes Toward Career Preparation in High School	40
4.	Chi Square Values Showing the Relationship Between Age of Respondents and Attitudes Toward Career Preparation in High School	41
5.	Chi Square Values Showing the Relationship Between Years of Teaching Experience and Attitudes Toward Career Preparation in High School	42
6.	Chi Square Values Showing the Relationship Between Size of School and Attitudes Toward Career Preparation in High School	43
7.	Chi Square Values Showing the Relationship Between Existence of a Future Homemakers of America Chapter and Attitudes Toward Career Preparation in High School	44
8.	Chi Square Values Showing the Relationship Between Integration of Career Education and Attitudes Toward Career Preparation in High School	46
9.	Attitudes Toward Combining School and Employment	48
10.	Attitudes Concerning Funding of Career Education	50

LIST OF TABLES (continued)

Table | Page

11. Attitudes Concerning Principles of Career Education Stated Positively 52

12. Attitudes Concerning Principles of Career Education Stated Negatively 54

13. Attitudes Concerning Teaching Career Education in Subject Matter Courses 55

14. Attitudes Concerning Teaching Career Education Separately from Subject Matter Courses 56

LIST OF FIGURES

Figure		Page
1.	Age of Respondents	32
2.	Years of Teaching Experience	32
3.	Size of Schools	34
4.	Vocational Funding and Future Homemakers of America Chapters	35
5.	Sources of Information	37
6.	Integration of Career Education into the Program	58

ABSTRACT

The purpose of this study was to determine: (a) Montana high school home economics teachers' attitudes toward career education, and (b) if a significant relationship existed between selected variables and these attitudes.

A previously tested instrument was selected to determine attitudes, and partially redesigned to collect background information. After establishing face validity, the questionnaire was mailed to the 200 high school home economics teachers in Montana.

Based on school size, existence of Future Homemakers of America chapters, and vocational funding the sample (169 respondents or 84.5%) was representative of typical Montana high school home economics teachers. Respondents showed positive attitudes toward: career preparation in high school, combining school and employment, local funding of career education, career education principles, and incorporating it into subject matter courses. Magazines and journals, Office of Public Instruction, and books were the most popular sources of career education information. There was a relationship between: (a) vocational funding and integration of career education, and (b) sources of information and school size. No relationship existed between:

1. Sources of information and: (a) age of respondent, and (b) years of experience.
2. Attitudes toward career preparation in high school and: (a) age of respondent, (b) years of experience, (c) school size, (d) F.H.A. chapters, and (e) integration of career education.

CHAPTER I

INTRODUCTION

Career education was introduced as a federally funded program by Sidney P. Marland, Jr., when he was United States Commissioner of Education. According to Marland, this program was to be a blending of college preparatory, vocational, and general education designed to give every youngster a genuine choice as well as the intellectual and occupational skills necessary to back it up (1971a). Marland's concept of career education was:

> That all educational experiences--curriculum, instruction, and counseling--should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work. Career education eliminates the artificial separation between things academic and things vocational (1971a p. 1).

Career education was developed to respond to the following needs and/or problems:

1. Concern about the logic and relevance of what was being taught youngsters (Marland, 1971c).

2. The complex sophisticated, and rapidly changing career situation faced by students upon graduation from high school and college (Marland, 1971c).

3. The number of youngsters not qualified for jobs or further

schooling (Marland, 1971a).

4. Lack of goals upon graduation from high school made college attendance the popular alternative (Marland, 1971a).

5. Youth unemployment in the United States, which advanced technology was making explosively worse (Marland, 1971b).

6. Need for career exploration prior to leaving school, when there is ample time to develop areas of work interest and competence (Chamber of Commerce of the United States, 1975).

7. The stable dropout-failure rate among college students (Chamber of Commerce of the United States, 1975).

Need for the Study

A wide knowledge of careers available and positive attitudes toward career education are essential for adequate career planning (Tate, 1973). Many home economics students select their careers with only limited knowledge of the many possibilities in the field (Tate, 1973).

In Montana there has been little formal promotion of career education by the Office of Public Instruction (Feeley, Note 1). Some individual school districts however, have included career education in their curriculum. The career education planning effort for Montana will commence in July of 1977 with the formation of a Career Education Advisory Council, representing business, industry, labor, education,

and government (Feeley, Note 1). A comprehensive needs assessment to measure the present awareness of career education among students, parents, teachers, administrators, higher education, business, and industry is planned for the 1977-8 school year by the National Center for Career Education, Missoula, Montana (Feeley, Note 1).

Home Economics career education in Montana has been limited to cooperation between the home economics consultants and the career education personnel in the Office of Public Instruction by providing home economics career pamphlets, bulletins, slides, and other visual aids to schools on request. They have also provided a reference list of resource materials (Martin, Note 2). In 1972 they published a Curriculum Resource Guide for seventh and eighth grade home economics classes, including units on pre-employment and career exploration. This resource guide was sent to all schools with seventh and eighth grade home economics programs (Martin, Note 2).

Informal studies indicated Montana junior high home economics teachers have integrated career education into the curriculum through the use of resource people, bulletin boards, audio-visual aids, and field trips in foods, child development, clothing and fashion, and home economics education (Martin, Note 2). Other studies showed that Montana home economics teachers, junior high and high school, were not aware of the existence of Office of Public Instruction home economics career tapes. Many respondents indicated interest in using career

tapes and believed this service should be continued. Because of the high percent of returns, teachers were believed to be favorable to the concept of career education but needed more information concerning home economics careers (Dimock, Krug, & Carter, Note 3).

Purpose of the Study

One approach to evaluating the place of career education in the Montana school system is to determine the predisposition of teachers toward it and its objectives--in other words, to discern attitudes about career education. A basic problem is to determine Montana high school home economics teachers' attitudes toward career education. In addition, it would be helpful to know if there is a significant relationship between selected demographic variables and attitudes expressed toward certain aspects of career education. To do this the following questions must be answered:

1. Is there a relationship between vocational funding of a home economics department and integration of career education into the program?

2. Is there a relationship between sources of information on career education and: (a) age of respondent, (b) years of teaching experience, and (c) size of school?

3. Is there a relationship between attitudes expressed concerning career preparation in high school and: (a) age of respondent,

(b) years of teaching experience, (c) size of school, (d) existence of a Future Homemakes of America Chapter, and (e) teachers integrating career education into the program.

4. Where are Montana high school home economics teachers getting information on career education?

5. What are Montana high school home economics teachers' attitudes concerning: (a) career preparation in high school, (b) combining school and employment, (c) funding of career education, (d) principles of career education which were stated positively, (e) principles of career education which were stated negatively, (f) teaching career education in subject matter courses, and (g) teaching career education separately from subject matter courses?

Assumptions

In order to answer the preceding questions, the following assumptions were made:

1. A career education program would help students address the complex career choice problems discussed earlier in this chapter.

2. Home Economics teachers in Montana had some knowledge of career education.

3. Home Economics teachers had some different attitudes toward career education.

Limitation

Face validity of the questionnaire was established, but the study was limited by variations in interpretation given to the items by respondents.

Delimitations

The following were delimitations of the study:

1. The study was limited to Montana high school home economics teachers.

2. The study was limited to the time period of April, 1977.

3. Face validity of the questionnaire was established by using a panel of home economics teachers not currently teaching in Montana high schools to analyze each item.

Definition of Terms

Some terms used throughout this paper have a variety of interpretations. The following terms used in the study are listed and defined in order to clarify their usage:

1. Attitude--a "relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner" (Rokeach, 1968, p. 112).

2. Career education--is "the total effort of public education

and the community aimed at helping all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual" (Hoyt in Hoyt, Evans, Mackin, & Mangum, 1972, p.1).

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to determine Montana high school home economics teachers' attitudes concerning career education it is first necessary to understand: (a) career education, (b) its relationship to home economics, and (c) attitudes. The literature selected for review aims to provide background information in these three areas.

Career Education

Definition

The purpose of career education is to achieve economic independence, personal fulfillment, and an appreciation for the dignity of work for all students of all age groups. As invisioned by Sidney P. Marland, Jr., United States Commissioner of Education, in 1971, it would be a blend of vocational, general, and college preparatory education. Career education would encompass "attitudes, knowledge, and skills necessary to choose, prepare for, and pursue a successful career" (Hoyt, Evans, Mackin, & Mangum, 1972, p. 3).

The variations of definitions include: (a) "The total effort of public education and the community aimed at helping all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value system, and to implement these values into their lives in such a way that work

becomes possible, meaningful, and satisfying to each individual" (Hoyt in Hoyt, Evans, Mackin, & Mangum, 1972, p.1); (b) "The totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living" (Hoyt, 1975, p. 8); and (c) "The total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life" (Evans in Hoyt, Evans, Mackin, & Mangum, 1972, p.1).

Generally at the early levels children are acquainted with the values of work and instilled with a sense of dignity of all kinds of work, including professional and nonprofessional occupations. Later children learn about jobs, economics, values, and finally study in detail an occupation of their choice (Marland, 1972). There may even be "hands on" experiences and training so that a saleable skill along with the necessities for citizenship are obtained prior to graduation.

Need

Career education was a response to educational reform from those dissatisfied with current American education. Those dissatisfied included students, parents, the business-industry-labor community, out-of-school youth and adults, minorities, the disadvantaged, and the general public. Specific concerns varied, but all seemed to agree that major reform at all levels was needed. According to Hoyt (1975),

career education seeks to address the following educational problems:

1. the lack of basic academic skills required for adapting to a rapidly changing society.

2. The difficulty by many students in relating what they learned at school with what they do outside the educational system. This seemed as true of graduates as dropouts.

3. The inability of schools to meet the needs of the students (83%) who never attain a college degree.

4. Rapidly changing qualifications of workers in a post-industrial occupational society which has produced a large number of over-educated and a large number of undereducated workers.

5. Inability of educational institutions to equip people at both the secondary and collegiate levels with vocational skills, self-understanding, career decision making skills, and work attitudes necessary for making a successful transition from school to work.

6. Changing roles of women in the work force which had not been reflected adequately in career training opportunities.

7. Need for continuous and/or recurrent training because of job changes.

8. Insufficient attention often given to learning environments outside the formal education structure.

9. Desire of parents and the business-industry-labor community to have a more active role in educational policy formulation.

10. Insufficient emphasis by post high school educational institutions to provide sub-baccalaureate degree programs.

11. Failure of American education to meet the needs of minority or economically disadvantaged persons in society.

Changes Needed

For education to become truly career-oriented, major changes in the educational system are needed. It requires new structure and innovations, and a new relationship between academic, general, and vocational education. It also requires more cooperation between home, school, and community than has existed previously. Above all, it necessitates more specific philosophical objectives and a new set of values (Hoyt, Evans, Mackin, & Mangum, 1972).

One of the basic needs is the pretraining and in-service training for teachers who are to introduce career education in their classes. Since there is a need to see occupational implications in their subject area, career education requires a change in attitudes on the part of professional educators toward work and education as preparation for work (Hoyt, Evans, Mackin, & Mangum, 1972). Teachers need to visit business and industrial settings, acquire work experience and reformulate objectives and programs to reflect an emphasis on work (Hoyt, Evans, Mackin, & Mangum, 1972).

Students need more guidance during career education programs to

help the student choose for himself, decide for himself, and control his own destiny (Hoyt, Evans, Mackin, & Mangum, 1972. This means more guidance personnel trained in career education and better occupational assessment and testing devices for the counselor to use (Hoyt, Evans, Mackin, & Mangum, 1972). In order to be successful, provisions must be made for securing, analyzing, and disseminating job placement and career information (Hoyt, Evans, Mackin, & Mangum, 1972).

New or restructured instructional materials, devices, and curricula are needed (Hoyt, Evans, Mackin, & Mangum, 1972). There must be academic support to obtain this restructuring (Dull, 197[illegible]), with follow-up studies of career education graduates to evaluate and improve the program. Research to extend knowledge and competency throughout all areas of career education is also needed (Hoyt, Evans, Mackin, & Mangum, 1972).

Another change is the increased interrelationship with the community and industry as a career education program needs to provide actual or simulated work experiences for students as a means of testing aptitude and interest (Hoyt, Evans, Mackin, & Mangum, 1972). Business and labor organizations should serve as sources of information and provide opportunities for observation and work-study (Hoyt, Evans, Mackin, & Mangum, 1972). National, state, and local advisory councils representing business, industry, labor, the general community, and

students currently enrolled in the program can help with this interrelationship (Hoyt, Evans, Mackin, & Mangum, 1972).

Organization

Many have suggested that career education is an expansion of vocational education (Shoemaker, 1972; Marland, 1971b; & Marland, 1971d). Career education goes beyond vocational education however in that while it includes skill training, it is organized into occupational clusters, with phases to increase specificity throughout the school years, has eight basic thrusts and outcomes, and can occur in various models.

Clusters. Although there are approximately 20,000 jobs, they are grouped into 15 major "career clusters" (Marland, 1972). These include: agri-business and natural resources; business and office; communications and media; construction; environmental control; fine arts and humanities; health; hospitality and recreation; marine science, marketing and distribution; personal services; public services; transportation; manufacturing; and consumer and homemaking occupations.

Phases. Students from kindergarten through high school are gradually exposed to the more specific aspects of careers. Basically there are three phases: (a) career awareness, including career orientation, (kindergarten through grade six) in which children

"become familiar with all the career cluster" (Mariand, 1972, p. 36); (b) career exploration (grade six through ten) in which the pupil selects a cluster or two of interest and explores them in depth; and (c) career preparation which includes work awareness, some learning of skills, work experience, with vocational type training and placement at the high school level, or preparation for further education.

Thrusts and outcomes. Career education is a developmental process that goes hand-in-hand with the growth and development of the individual (Developmental Program Goals for the Comprehensive Career Education Model, 1973). There are eight basic thrusts and desired outcomes.

1. Self awareness . . . Self identity. The student has some knowledge and attitudes about self (self awareness). Given career education, home and community experiences, the student through a process of self evaluation can identify who he is and what he is like, and develop a fairly consistent internalized value system (Developmental Program Goals for the CCEM, 1973).

2. Educational awareness . . . Educational identity. The student has some awareness of the relationship between education and training, whether formal or experience based, and life roles. Development and refinement of the part education and training play in relation to the real and changing world will help a student recognize

the need for specific career roles. It combines an understanding of the relationship between education and training, his learning style, pace capabilities and capacities, and the ability to select and evaluate the educational choices for the development of his career plans (Developmental Program Goals for the CCEM, 1973).

3. Career awareness . . . Career identity. In the beginning a student has an attitude toward and interests in some careers and their corresponding responsibilities, associated life-styles, rewards, leisure time, working conditions, and the education and training requirements. The broad range of available careers in a specific community, or society at large should help the understanding of what is involved in the development, growth, behavior, training, and rewards of persons in specific occupations. Active career exploration and preparation leads to career identity or selection of an appropriate role or roles within the world of work (Developmental Program Goals for the CCEM, 1973).

4. Economic awareness . . . Economic understanding. The economic system in relation to career development in both the community and the society at large leads to economic understanding or the ability to assess the economic environment and then solve personal and social economic problems (Developmental Program Goals for the CCEM, 1973).

5. Decision making skills . . . Career decisions. Career decisions are defined as the products of a rational process, plans for

immediate, intermediate, and long term career development. The decision making process and skills can be increased so that the student can reach a career decision early. This will make possible the development of entry level skills in a career plan prior to exit from the formal education system (Developmental Program Goals for the CCEM, 1973).

6. Beginning competency . . . Employment skills. Beginning competency is described as an ability to make tool and process application. Although the beginning student has some experience in applying tool and process applications, career education provides opportunities to participate in tool and process applications in order to provide for employment skills (Developmental Program Goals for the CCEM, 1973).

7. Employability skills . . . Career placement. Employability skills are involved in locating and obtaining career placement both on an initial and an advanced basis. It includes developing group participation skills and skills related to work adjustment (Developmental Program Goals for the CCEM, 1973).

8. Attitudes and appreciations . . . Self-social fulfillment. Attitudes and appreciations focus attention on the effective component of career education. Development of an internalized value system includes a valuing of both the individual and others career roles, leading to active and satisfying participation as a productive

citizen and thus, provides for both self and social fulfillment (Developmental Program Goals for the CCEM, 1973).

Models. Federal career education programs have been classified according to the places they are conducted. There are four models: school-based, employer-based, home-based, and residential-based.

The school-based model is concerned with the school systems, kindergarten through junior college, with curriculum focused directly on the concept of career development (Marland, 1971b). It requires extensive cooperative involvement on the part of the community, local business, and local industry. When a student departs from the school-based model, placement in an entry level job or in the next step of educational preparation should be possible (Developmental Program Goals for the CCEM, 1973).

The employer-based model seeks to increase the relevancy of school to the world of work, while at the same time utilizing resources of employers in the community. This model would be created, developed, operated, and supported primarily by business in cooperation with the schools (Marland, 1971b).

The home-based model is a plan to use the home and community institutions as career education centers through the use of television and cassette instruction. The purpose is to reach and teach individuals with limited formal schooling or with limited basic

knowledge and restricted personal skills (Marland, 1971b).

The fourth model is the residential-based model. Family units and indviduals report to a learning site where appropriate career roles are developed. Participants learn through experience and knowledge of employment, study, and home management skills (Goldhammer & Taylor, 1972).

Home Economics

In studying the attitudes of home economics teachers toward career education it is necessary to understand the relationship between career education and home economics.

Home economics emerged as a curriculum centered around the home and family life. Because clothing construction and meal preparation were elementary parts of the wife's responsibility, the first home economics classes were related to sewing and cooking. As the discipline developed, it became clear that a thorough understanding of people, their problems, and their relations with others was also needed (Home Economics Careers, 1974). Later the emphasis shifted to the family in the home situation (Creekmore, Note 4). A future oriented home economics curriculum continues to change with society, in order for the profession to help individuals survive in a rapidly changing world (Spitze, 1977).

One of the major changes which occurred in the home economics

curriculum at the junior high and high school level has been the incorporation of vocational training for gainful employment. While the first funds were appropriated by the Smith-Hughes Act of 1917, a vocational act for the promotion of agricultural, trade, and home economics education, the objectives were the improvement of home and family life and the occupation designated as homemaking. The Vocational Education Act of 1963 redefined home economics education to include training for wage earning. Funds were directed toward homemaking skills for which there were gainful employment opportunities. The Vocational Education Amendments of 1968 shifted the emphasis to the problems of the poor and the working-wife homemaker. This same amendment authorized allotments of funds on a matching basis to states for consumer and homemaking education. One third of these funds were to be used for programs in depressed areas of high unemployment. The Vocational Amendment of 1976 encouraged the elimination of sex stereotyping in consumer homemaking education by promoting the development of curriculum materials. Again, one third of the funds were to be used in economically depressed areas.

Home economics education at the secondary level can currently be described as having three long range objectives. These objectives are:

> To contribute to the education of the individual for home and family life.
>
> To prepare students for employment in occupations requiring home economics skills and knowledge.
>
> To motivate and recruit college-bound students for professional careers in the field of home economics (Dennis, 1964, p. 7).

Home economics can contribute to career education in two ways, training students for service occupations of a semi-professional nature in the home economics field and for the role of homemaker, parent, spouse, family member, or any combination of these.

Preparation for Occupations

By integrating career education into the six subject matter areas, the importance of work and what it means to the student as a person and a citizen can be stressed. The teacher provides information regarding many options for work and aids in making career decisions. As student understanding progresses, the teacher helps the student set realistic goals for working out a life plan and teaches the necessary skills for entering and continuing a career (Channels & Kupsinel, 1973). Career education becomes an integral part of the class room instruction with appropriate learning experiences and provides opportunities for students to acquire knowledge relative to the semi-professional and professional careers in home economics (Hoggatt, 1976).

Preparation for Dual Role

Since home and family living cannot be separated from the realities and demands of working, the home economics teacher has a unique contribution to make to the total growth and development of the individual. Personal and family living patterns can affect and be affected by the work people do. Homemaking is fast becoming an important role for both men and women, and more are assuming the dual role of homemaker-breadwinner. Therefore, both sexes need help in preparing for the multiple roles of breadwinner, homemaker, and family member (Chamberlain & Kelly, 1975). Because a very large percentage of secondary home economics students are traditionally girls, some programs have not reached boys and helped to prepare them for the dual role (Brun, 1975). It is the home economics teachers who can help students learn to deal with these roles successfully.

Attitudes

To measure attitudes it is helpful to view the definition of attitudes, how they are measured, and their relationship to career education.

Definition

Definitions of attitudes vary. Rokeach says an attitude is "a relatively enduring organization of beliefs around an object or

situation predisposing one to respond in some preferential manner" (1968, p. 112). Allport stated, "An attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (1928/1967, p. 8). Most definitions appear to agree that an attitude is a state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli (Oppenheim, 1966). Because attitudes are reinforced by beliefs (the cognitive component) they attract strong feelings (the emotional component) that will lead to particular forms of behavior (the action tendency component) (Oppenheim, 1966). For example, a person may have a strong negative attitude toward salesmen, this attitude could go unnoticed until the person comes in contact with a salesman.

Studying teacher attitudes about career education can give some idea of teachers' support and its eventual success. Measurement of expressed attitudes, however, does not necessarily predict behavior (Thurstone, 1928/1967) although a positive correlation may exist (Thurstone, 1931/1967).

Attitude Measurement

Attitude measurement can be defined as "the assignment of numbers to objects or events according to rules" (Stevens, 1968, p. 854). Since there is no direct measurement for attitudes they must be

inferred from behavior (Stevens, 1968). Three methods of inferring attitudes are listed in the Second Handbook on Teaching (Travers, 1973). They are: (a) self-report techniques, (b) observation techniques, and (c) projective techniques.

Self-report techniques. The most widely used procedure for measuring attitudes toward a stimulus object, has been the administration of a collection of questions or statements to individuals. A variety of methods for scaling attitude statements and scoring responses has been developed. The most well known of these include: (a) paired comparisons developed the Thurstone, (b) equal appearing intervals developed by Thurstone and Chave, (c) summated ratings developed by Likert, and (d) scalogram analysis developed by Guttman (Travers, 1973).

One advantage of the self-report technique is the ease of administering and scoring (Green, 1970). The disadvantages are: (a) it measures only the verbalized attitude (Green, 1970) and (b) the subject may formulate views for the benefit of the examiner, rather than reporting his true beliefs (Evans, 1965).

Observational techniques. The major difference between self-report and observational techniques for measuring attitudes is that in observational techniques affective dispositions held by individuals toward stimulus objects are inferred from overt behavior (Travers,

1973). Checklists, rating scales, or scorecards are often used by the observer to systematically record information (Cross, 1973). Attitudes are only one factor influencing or determining behavior. As such, it is possible that inferences will be incorrect simply because the behavior may be determined by factors other than the individual's attitudes (Edwards, 1957).

Observation is an important information-gathering technique, however it requires concentration and skill to obtain valid and reliable information (TenBrink, 1974). Disadvantages are: (a) observers may be biased and subjective, (b) the technique is time consuming, and (c) there is a low correlation between behavior and verbalized attitude, accompanied with the error of the observer as he attempts to infer attitudes from the observed behavior (Green, 1970).

Projective techniques. Projective techniques are those in which the participant responds to an ambiguous or open stimulus (Murphy, 1972). His response is analyzed on the material supplied by large numbers of other subjects (Evans, 1965). Types of projective techniques include: (a) sentence or story completion; (b) reaction to pictures, cartoons, stories, articles, statements, and case studies; and (c) spontaneous drama (Murphy, Note 5). These methods are "particularly useful in evoking and outlining stereotypes, self images, and norm percepts" (Oppenheim, 1966, p. 160).

A projective technique has the following advantages: (a) the

purpose of the test is not obvious (Evans, 1965), and (b) it is able to reach a deeper level in the respondent, below the level of conscious awareness or behind the individual's facade (Oppenheim, 1966). The disadvantages are: (a) responses have to be analyzed subjectively, which introduces an element of unreliability (Evans, 1965); (b) there is no standard response pattern which permits meaningful comparisons between individuals (Green, 1970); and (c) it is highly unreliable (TenBrink, 1974).

Relationship to Career Education

Because teachers are responsible for the actual classroom organization and teaching, as well as for some of the guidance roles in the school based career education models, teacher attitudes are important. Those teachers who are already somewhat familiar with career education have had time to form some ideas, based on personal opinion or classroom experience, concerning the purpose of the career education program.

A study of teacher attitudes could be useful in teacher training. In a study of in-service training and career education Jacobsen and Drier found that some teachers express highly restrictive attitudes toward career education, and that those teachers' needs are not met by including them in in-service training programs with teachers who have differing attitudes (1973). They state:

> Through our experience during the last two years, it appears both wise and cost effective to initially assess where staff are in relation to accepting or rejecting career education and deal with them on that level (p. 15).

An initial evaluation was made by the Institute for Educational Development for the Comprehansive Career Education Model Program. This evaluation served to determine attitudes toward career education of staff, students, and parents of the six areas where career education has been implemented. Their finds showed "widespread favorable attitudes toward career education" (Brickell & Aslanian, 1972, p. 27).

> Pupils, staff, and parents all have extremely positive attitudes toward career education. They evidently think that career education is important and that schools would be better if it were available. They believe that career education can change a person's future. They believe that it can lower the dropout rate and increase employment. And they do not regard it as a fad that will soon be forgotten. (Brickel & Aslanian, 1972, p. 27)

The Institute for Educational Development has undertaken a follow-up on the same six areas to determine attitude changes. Both studies were sponsored by the Comprehensive Career Education Model Program. Though the results are not published, the Institute says attitudes are relatively unchanged and remain very positive (Brickell, Note 6).

CHAPTER III

PROCEDURES

The purpose of this study was to determine: (a) the attitudes Montana high school home economics teachers have toward career education, and (b) if there was a relationship between these attitudes and selected demographic variables.

Population

The subjects of this study were the 200 public and private high school home economics teachers in the state of Montana, as listed in Montana Home Economics Teachers 1976-77 (Office of Public Instruction, Note 8). The entire population was used for the study.

Survey Instrument

An instrument was located which could be used to collect data concerning attitudes toward career education in Montana high schools. Developed by the Institute for Educational Development for the Comprehensive Career Education Model program (CCEM), it had been previously tested and used to identify the attitudes of parents, pupils, and staff in the six CCEM school systems in Atlanta, Georgia; Hackensack, New Jersey; Jefferson County, Colorado; Los Angeles, California; Mesa, Arizona; and Pontiac, Michigan (Brickell & Aslanian, 1972).

Part I of the instrument was designed to collect background information for the original study group. The investigator redesigned this section to develop background questions more suitable to the specific target group of this study, Montana high school home economics teachers. Part II of the instrument, which was used in its original form, was used to determine attitudes.

The revised instrument (Appendix A) was submitted to a panel of five former high school home economics teachers to establish face validity for the items in the questionnaire. Reliability was assumed based on the Institute for Educational Development's previous use of the instrument.

In analyzing the questionnaire items on Part II in relation to the questions to be answered, questionnaire items were grouped as they pertained to a specific question to be answered (Appendix B). A panel of five college instructors knowledgeable about career education was used to determine which questionnaire items pertained to the questions to be answered.

Procurement of Data

The questionnaire was mailed, along with a cover letter (Appendix C) and a self-addressed stamped envelope to each of the subjects. In order to encourage a greater return, the cover letter stated the purpose of the study and a promise that each participant would receive

information about results. Since greater return was likely when the questionnaire was sponsored by a group with prestige, the home economics consultant at the Office of Public Instruction was asked to endorse the project and sign the cover letter. A follow-up postcard was sent to all those subjects who had not responded after two weeks.

Analysis of Data

The data was coded for transfer to electronic data processing facilities at Montana State University Computer Center. Background information on Part I was analyzed in terms of percentage of responses to each section of each item to determine general background characteristics of respondents.

Items on Part II which dealt with teachers' attitudes toward aspects of career education were scored so that five descriptive categories based on Likert-type scaling techniques were equated as follows: 1 = strongly agree, 2 = agree; 3 = no opinion; 4 = disagree; and 5 = strongly disagree (Compton & Hall, 1972). Individual items were analyzed by tallying the responses and recording the per cent indicating no response, strongly agree, agree, no opinion, disagree, and strongly disagree.

Likert-type scaling enabled employment of the Chi square method of statistical analysis to test the hypotheses stated below. For the difference to be considered actual rather than chance, the Chi square

had to be equal to or less than the .05 level of probability.

Hypotheses

Hypotheses tested were:

1. There is not a significant relationship between vocational funding of a home economics department and integration of career education into the program.

2. There is not a significant relationship between home economics teachers' sources of information on career education and: (a) age of respondent, (b) years of teaching experience, and (c) size of school.

3. There is not a significant relationship between home economics teachers' attitudes concerning career preparation in high school and: (a) age of respondent, (b) years of teaching experience, (c) size of school, (d) existence of a Future Homemakers of America Chapter, and (e) teachers integrating career education into the program.

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this study was to: (a) determine Montana high school home economics teachers' attitudes toward career education, and (b) determine if a significant relationship existed between selected demographic variables and attitudes expressed toward certain aspects of career education.

Characteristics of Sample

Of the 200 public and private high school home economics teachers in Montana, 169 (84.5%) returned completed questionnaires. Three of these were not used in the analysis of data because two teachers were not teaching home economics and one questionnaire was returned too late to be included. The data from 166 questionnaires was utilized for the analysis of data.

Characteristics of Teachers

Age. The total age range was from 20-29 to 60 and above. The largest number of teachers in the study, 95 (57.23%), were in the 20-29 age group. Since it is unlikely that a teacher would be 20 or 21 years old considering age upon graduation from high school plus three or four years of college, 22 is probably a more realistic minimum age. The 60 and above age group contained one teacher (.60%).

This age probably has a smaller range than the others as most teachers retire at age 65. (Figure 1)

Years of teaching experience. The total range examined was from less than 1 year of teaching experience to more than 20 years. The largest proportion of teachers in the study, 52 (31.33%), had taught 3-5 years. The median also occurs in the 3-5 years category. The least number of teachers, 9 (5.42%), reported more than 20 years of teaching experience. Because age and experience are often related, it is not surprising that the majority of teachers were in the lower categories of teaching experience. (Figure 2)

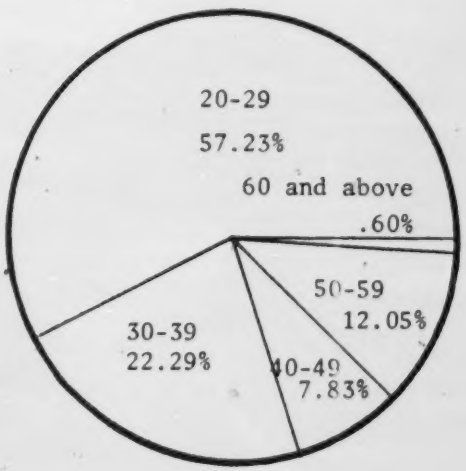

Figure 1

Age of Respondents

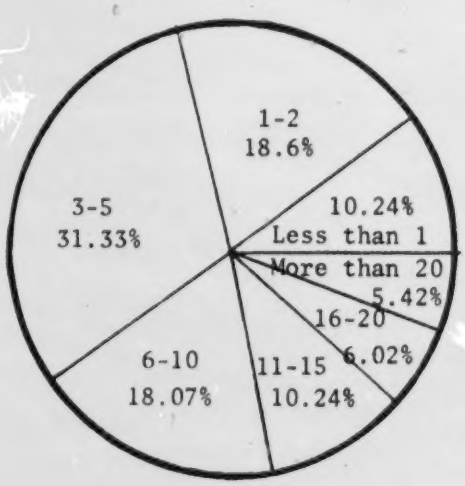

Figure 2

Years of Teaching Experience

Characteristics of Schools Represented

Size. The four categories of schools used in this study are grouped as to the number of students enrolled, rather than the more complicated method based on community population. The groups, with a few exceptions compare to the Montana High School Association activity grouping of Class AA (over 901), A (301-900), B (126-300), and C (0-125).

The Largest number of teachers in this study, 51 (30.72%), were from schools in the 126-300 size grouping. The smallest number of teachers in the study, 33 (19.88%), were from schools in the over 901 size grouping. (Figure 3) The sample is representative of the typical Montana high school home economics program as determined by a chi square analysis. (Table 1)

Table 1

Characteristics of Respondents Compared to all Montana High School Home economics Teachers

High School Home Economics Teachers	Size of School				Vocational Funding		FHA	
	0-125	126-300	301-900	Over 901	Yes	No	Yes	No
Total in Montana	52	64	44	40	140	60	123	77
Number of Respondents	46	51	36	33	117	43	111	54
Percent of Total	88.46	79.69	81.82	82.50	83.57	71.67	90.24	70.13

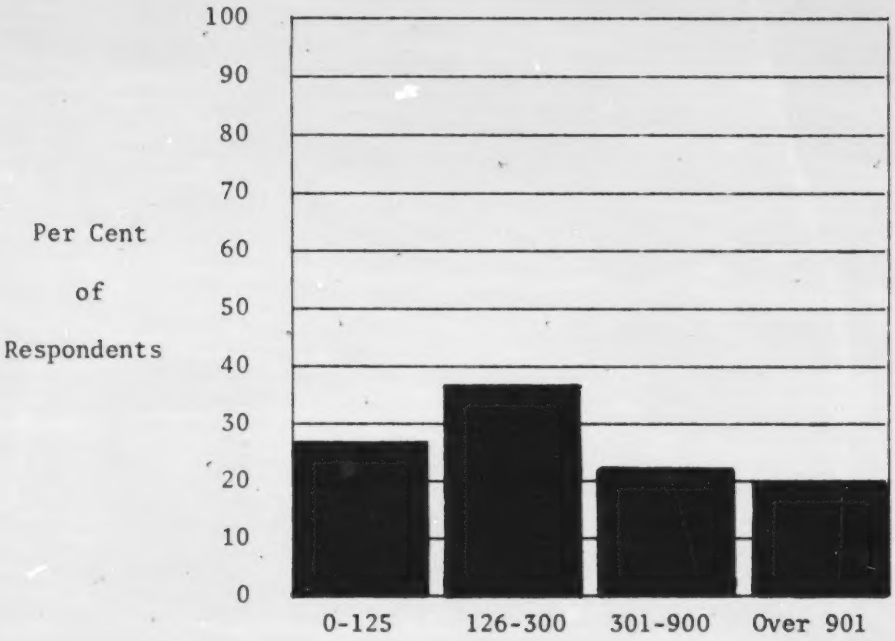

Figure 3

Size of Schools

Vocational Funding. A large proportion of respondents, 117 (70.48%), indicated their home economics department received vocational funding. Forty-three teachers (25.90%) indicated their home economics department did not receive vocational funding. (Figure 4) The sample is representative of the typical Montana high school home economics program as determined by a chi square analysis. (Table 1)

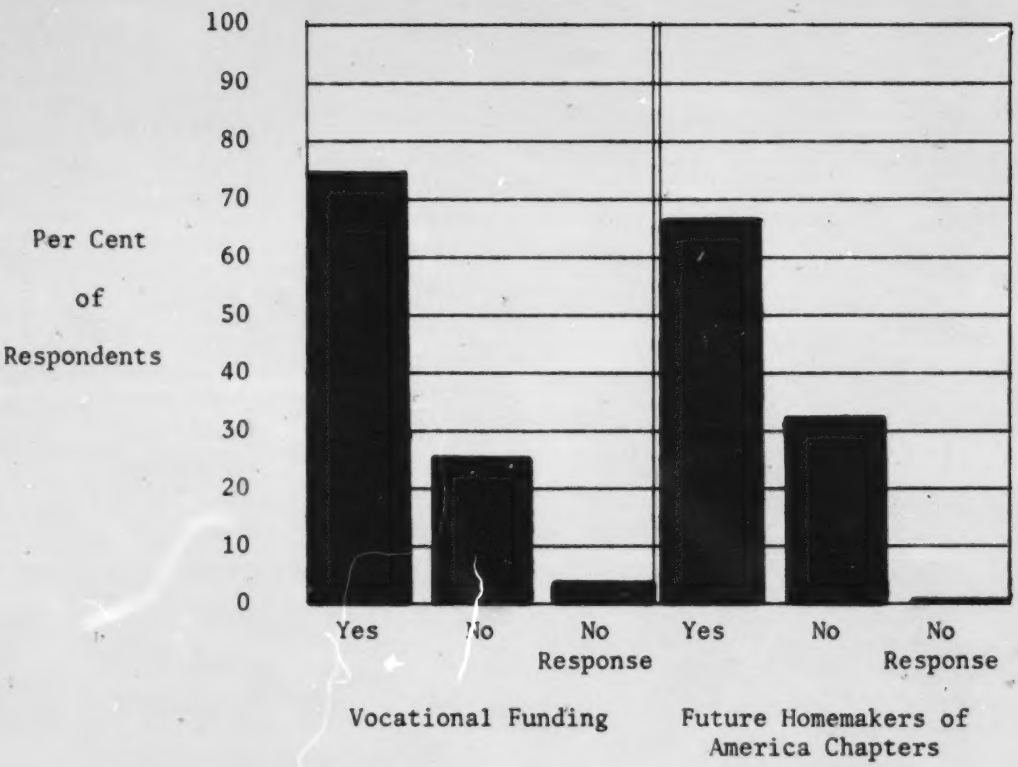

Figure 4

Vocational Funding and Future Homemakers of America Chapters

Existence of Future Homemakers of America chapters. In order to receive vocational funding in Montana it is recommended that an F.H.A. chapter be established. Keeping this in mind, it is not surprising that most teachers, 111 (66.87%), reported the existence of an F.H.A. chapter in their school. (Figure 4) The sample is representative of the typical Montana high school home economics program as determined by a chi square analysis. (Table 1)

Examination of Findings

Sources of Information about Career Education

There were eight sources of information and one category listed as "other" on the questionnaire. Each respondent could check as many sources as applicable. The most popular source, magazines and journals, was specified by 152 teachers. Next in popularity, books and Office of Public Instruction, were specified by 109 teachers. Eighty five teachers reported receiving information through workshops, 39 through meetings on career education, and 32 through in-service training. Nineteen teachers listed other sources of information, the most popular being college courses, guidance counselors, and resource people. (Figure 5)

In a similar study, conducted in Oklahoma, sources of information about career education, in order of popularity, were: State Department of Vocational Home Economics, meetings, workshops, and in-service training (Boyd, Note 8). Perhaps there are two reasons for the differences between the two states: (a) Oklahoma had formally initiated career education in its home economics program, and (b) because Montana is a rural and isolated state home economics teachers have relied more heavily on literature from outside the state.

A significant relationship between sources of information about career education and age of respondent was not found. Nor was there

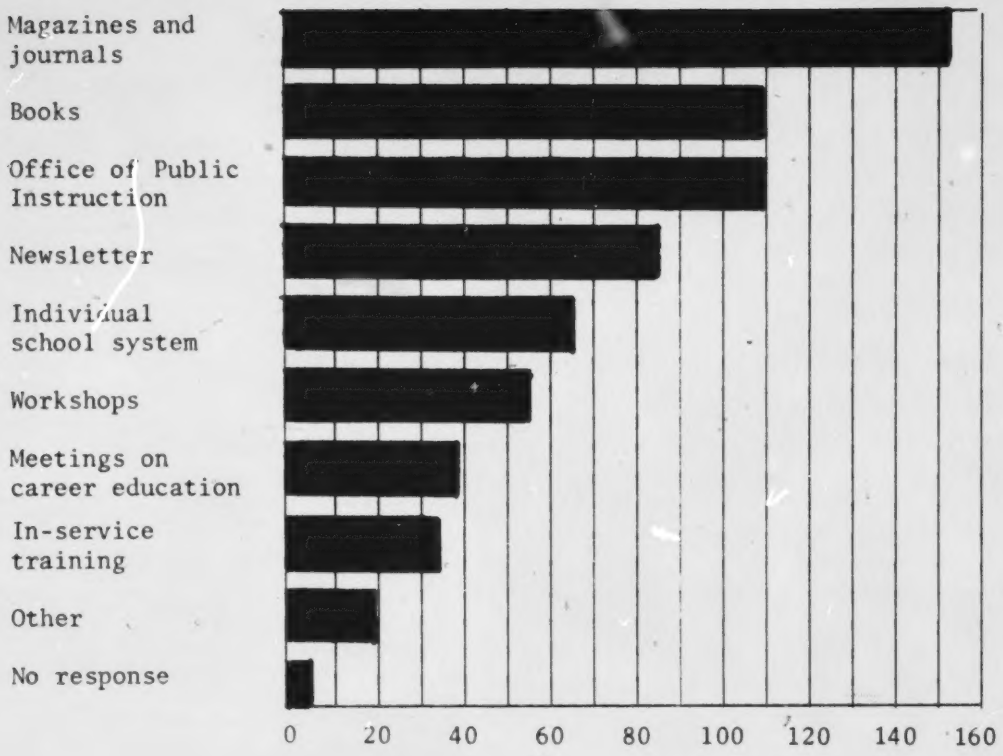

Figure 5

Sources of Information

a significant relationship between sources of information about career education and years of teaching experience. It did appear that as size of school increased, the amount of career education derived from meetings on career education, workshops, and in-service training also increased. This seems reasonable because larger schools have more

resources to conduct their own training programs. Responses were found to be significantly related to the .0138 level. (Table 2)

Table 2

Chi Square Values Showing the Relationship Between Sources of Information and Characteristics

Characteristics	Chi Square Value
Age	30.1759[a]
Years of teaching experience	50.8248[b]
Size of school	45.6604[c]

[a] Critical value of chi square at .05 level at 36 degrees of freedom equals 50.96

[b] Critical value of chi square at .05 level at 54 degrees of freedom equals 72.13

[c] Critical value of chi square at .05 level at 27 degrees of freedom equals 40.11

Attitudes Toward Career Preparation in High School

There were three attitude statements that could indicate attitudes concerning career preparation in high school. Since 77.11% of the respondents agreed that high school graduates did not know what kind of career they prefer, it seems that this group may believe

that present high school preparation is inadequate.

In an adequate high school career preparation program, students would be able to enter an occupation or continue on to some type of post secondary education upon graduation from high school, not necessarily a four year college. When responding to whether a good high school has a high percentage of students who go on to college, 31.93% of the respondents agreed, 31.93% disagreed, and 31.33% had no opinion. This shows support for the idea that other criteria needs to be taken into account in judging a high school than the percentage of students it sends to college. Certainly good high schools may send many on to college, but teachers were divided as to the importance of this criteria in judging a high school "good."

A total of 68.68% of the respondents disagreed, 20.48% had no opinion, and 9.64% agreed with the statement, "Every high school graduate should be guaranteed either further education or immediate employment." Many teachers indicated that this would be ideal, but not realistic, especially for every student. (Table 3)

A significant relationship between Montana high school home economics teachers' attitudes concerning career preparation in high school and: (a) age of respondent, (b) years of teaching experience, (c) size of school, and (d) existence of a Future Homemakers of America chapter was not found. (Tables 4, 5, 6, & 7)

The chi square values showed no relationship between the

Table 3

Attitudes Toward Career Preparation in High School

Attitude Statement	Per Cent			
	Agree	Disagree	No Opinion	No Responce
Most people finish high school not knowing what kind of career they prefer.	77.11	21.08	1.20	.60
Good high schools have a high percentage of students who go to college	31.93	31.93	31.33	4.82
Every high school graduate should be guaranteed either further education or immediate employment.	9.64	68.68	20.48	1.20

Table 4

Chi Square Values Showing the Relationship Between Age of Respondents and Attitudes Toward Career Preparation in High School

Attitude Statement	Chi Square Value
Most people finish high school not knowing what kind of career they prefer.	15.27411
Good high schools have a high percentage of students who go to college.	23.90926
Every high school graduate should be guaranteed either further education or immediate employment.	16.47546

Critical value of chi square at .05 level at 30 degrees of freedom equals 43.77

Table 5

Chi Square Values Showing the Relationship Between Years of Teaching Experience and Attitudes Toward Career Preparation in High School

Attitude Statement	Chi Square Value
Most people finish high school not knowing what kind of career they prefer.	22.93959
Good high schools have a high percentage of students who go to college.	41.40720
Every high school graduate should be guaranteed either further education or immediate employment.	25.31436

Critical value of chi square at .05 level at 30 degrees of freedom equals 43.77

Table 6

Chi Square Values Showing the Relationship Between Size of School and Attitudes Toward Career Preparation in High School

Attitude Statement	Chi Square Value
Most people finish high school not knowing what kind of career they prefer.	18.64006
Good high schools have a high percentage of students who go to college.	11.25593
Every high school graduate should be guaranteed either further education or immediate employment.	20.72160

Critical value of chi square at .05 level at 15 degrees of freedom equals 25.00

Table 7

Chi Square Values Showing the Relationship Between Existence of a Future Homemakers of America Chapter and Attitudes Toward Career Preparation in High School

Attitude Statement	Chi Square Value
Most people finish high school not knowing what kind of career they prefer.	4.97712
Good high schools have a high percentage of students who go to college.	4.73398
Every high school graduate should be guaranteed either further education or immediate employment.	9.57932

Critical value of chi square at .05 level at 10 degrees of freedom equals 18.31

statements, "Most people finish high school not knowing what kind of career they prefer" and "Good high schools have a high percentage of students who go to college" and integration of career education into the program. There was a significant relationship between the statement "Every high school graduate should be guaranteed either further education or immediate employment" and integration of career education into the program. Responses to the two items were significantly related to the .01905 level. Ninety one (54.82%) of those disagreeing with this statement had also indicated integration of career education into the program. It seems that teachers who are integrating career education into the program believe that guarantying every high school graduate either further education or immediate employment is not realistic. (Table 8)

Attitudes Toward Combining School and Employment

There were four indicators of attitudes concerning combining school and employment. These included statements relating to the value of job experience, receiving credit toward graduation for job experience, and being allowed to leave school during the day to work as part of a high school program.

Most teachers (68.07%) agreed that a paying job before high school graduation would be beneficial to every student. There was general agreement for receiving credit toward graduation for all occupations listed. These were: camp counselor, gas station

Table 8

Chi Square Values Showing the Relationship Between Integration of Career Education and Attitudes Toward Career Preparation in High School

Attitude Statement	Chi Square Value
Most people finish high school not knowing what kind of career they prefer.	5.98138
Good high schools have a high percentage of students who go to college.	18.61685
Every high school graduate should be guaranteed either further education or immediate employment.	28.42564

Critical value of chi square at .05 level at 15 degrees of freedom equals 25.00

attendant, stock clerk, teacher assistant, hospital volunteer, political campaign worker, dental assistant, sales clerk, and any kind of work. Experience as a teacher assistant (99 or 59.63%), dental assistant (97 or 58.44%), and hospital volunteer (94 or 56.63%) were the most often mentioned. Although these percentages were only slightly above the 50% level, there was generally only about 20% disagreement. The least number of positive responses (36.75%) was for "any kind of work", 31.32% disagreed on this item.

There seemed to be no strong objections to students receiving high school credit for being employed in any of the eight jobs mentioned, but many commented that this depended on whether there was supervision and whether or not this related to the student's course work. More teachers (48.79%) agreed than disagreed (21.08%) that students should hold several jobs before graduating from high school. It appears that teachers believe a job before graduation from high school is important, but not necessarily "several" jobs. Teachers strongly agreed (72.29%) that a student should be allowed to leave school during the day to acquire on the job experience as part of a high school program. (Table 9)

Attitudes Concerning Funding of Career Education

Three questionnaire items were utilized to discern attitudes toward funding of career education. These were related to: long term value of career education, federal and state support, and local

Table 9

Attitudes Toward Combining School and Employment

Attitude Statement	Per Cent			
	Agree	Disagree	No Opinion	No Response
Every student should have at least one paying job before graduating from high school.	68.07	15.06	15.06	1.81
A high school student should receive credit toward graduation for working as a:				
(a) Camp counselor	49.39	27.71	9.64	13.25
(b) Gas station attendant	50.00	26.50	10.24	13.25
(c) Stock clerk	51.80	27.11	7.83	13.25
(d) Teacher assistant	59.63	18.07	7.83	14.46
(e) Hospital volunteer	56.63	22.29	8.43	12.65
(f) Political campaign worker	43.97	28.91	13.25	13.86
(g) Dental assistant	58.44	22.29	6.63	12.65
(h) Sales clerk	54.82	23.49	8.43	13.25
(i) Any kind of work	36.75	31.32	18.67	13.25
Students should hold several kinds of jobs before leaving high school.	48.79	21.08	25.90	4.22
As part of a high school program, students should be allowed to leave high school during the day to work.	72.29	13.25	10.24	4.22

funding of career education programs. More than one half (56.02%) of the teachers indicated that career education is costly to implement but that it should have important enough consequences in terms of employment to be worth the investment. They believe this funding should come from local as well as state and federal governments as there were 59.04% who disagreed that federal and state governments should pay the full cost of career education. There were 52.41% of respondents who thought that the local community should fund career education if state and federal funding were not available. (Table 10)

Attitudes Concerning Principles of Career Education

For the purposes of this study eight items were analyzed as indicators of attitudes favorable toward principles of career education. These eight items were stated in a positive manner so that a majority responding in agreement would indicate positive attitudes toward career education. These items related to: the impact of career education, level at which career education started, its effect on the dropout rate, its attempt to make schools useful to more students, cooperation that should be available from local businessmen, and residents, its availability to all students kindergarten through grade 12, and its ability to raise the quality of education.

Only one item in this group, "Elementary school would be better if centered around the world of work", did not receive a majority of

Table 10

Attitudes Concerning Funding of Career Education

Attitude Statement	Per Cent			
	Agree	Disagree	No Opinion	No Response
Career Education will cost money but will be a saving for society because of an increase in employment.	56.02	10.85	30.72	2.41
State and Federal governments should pay the full cost of career education.	13.85	59.04	26.51	.60
Our local community should pay for career education if the State and Federal governments cannot.	52.41	16.87	29.52	1.20

positive responses. The high percentage of agreement on the other items, however seems to indicate a favorable attitude expressed concerning other principles of career education. A majority (84.94%) agreed that a students choice of career can be changed by career education in school. A large percentage (80.12%) of agreeing responses indicated that teachers believe local business and professional people would help with a career education program in schools. While only 10.85% of the respondents indicated grade school should be career oriented, 75.30% agreed that career education should be

available to all students beginning in kindergarten. Perhaps this indicates that they believe career education should certainly be included, but should not be emphasized to too great an extent in elementary school. (Table 11)

Six statements were stated in a negative manner so that a majority disagreeing would be interpreted as indicating positive attitudes toward career education. These concerned: career education starting in elementary school; career education being of greater long term value to boys than to girls; other things in the school program more important than career education needing time, money and effort; high school graduates not being prepared to enter the business world; guidance counselors knowledge of career possibilities; and career education as being another fad that will soon be forgotten.

Respondents disagreed a majority of the time to half of the statements, showing general agreement with the principles of career education. They did not believe elementary school was too early for students to begin to think about careers. They also tended to believe career education is not more beneficial to boys than to girls. While most seemed to believe that career education was here to stay, they also believed that what was learned would have lasting value as only 3.61% of the respondents agreed with the idea that career education would soon be forgotten, while 76.50% of the respondents agreed with this idea.

Table 11

Attitudes Concerning Principles of Career Education Stated Positively

Attitude Statement	Per Cent			
	Agree	Disagree	No Opinion	No Response
A student's choice of career can be changed by career education in school.	84.94	3.01	10.24	1.81
Elementary school would be better if centered around the world of work.	10.85	60.25	27.11	1.81
An effective program of career education would lower the school dropout rate.	59.03	13.25	25.90	1.81
If schools were career-oriented, they would be useful to more students.	68.07	12.65	16.87	2.41
Most local business and professional people would help with a career program in schools.	80.12	6.02	12.65	1.20
Local residents would be eager to talk to students about their jobs.	72.89	10.24	15.06	1.81
Career education should be available to all students from kindergarten through grade 12.	75.30	14.46	9.04	1.20
The quality of education would be raised by an emphasis on jobs and work.	53.01	18.68	26.51	1.81

A large percentage (82.53%) of the respondents agreed that high school graduates are not prepared to enter the business world. Teachers also seemed to agree that guidance counselors do not know enough about career possibilities for students. In general Montana high school home economics teachers seemed to indicate dissatisfaction with present career education in schools.

When responding to the statement, "There are areas in the school program more important than career education that need our time, money, and effort", responses were fairly evenly distributed between agree (36.14%) and disagree (35.54%). Evidently Montana high school home economics teachers see a need for improvement of high school education, but were divided as to whether career education is more important than some of the other areas needing improvement. (Table 12)

Incorporation of Career Education into the Program

Positive attitudes toward teaching career education in subject matter courses were reflected by the inclusion of items related to: incorporating career education into every subject at every grade, as well as the classroom teacher providing career information. A majority of respondents agreed that this was appropriate and even desireable to have career education material included in the subject areas to which it related, and it should be taught by classroom teachers. (Table 13)

Table 12

Attitudes Concerning Principles of Career Education Stated Negatively

Attitude Statement	Per Cent			
	Agree	Disagree	No Opinion	No Response
Elementary school is too early for a student to start thinking about career possibilities.	15.06	79.52	4.22	1.20
Career education will be of greater long term value to boys than to girls.	3.01	54.22	41.57	1.20
There are areas in the school program more important than career education that need our time, money, and effort.	36.14	35.54	24.10	4.22
Most high school graduates are not prepared to enter the business world.	82.53	12.05	4.82	.60
Guidance counselors don't know enough about career possibilities for students.	37.95	31.93	27.71	2.41
Career education is just another fad that will soon be forgotten.	3.61	76.50	18.07	1.81

Table 13

Attitudes Concerning Teaching Career Education in Subject Matter Courses

Attitude Statement	Per Cent			
	Agree	Disagree	No Opinion	No Response
Students should be told about different jobs and job requirements during the study of every subject in every grade.	71.69	21.68	6.02	.60
Students who are good in history should be told about jobs in this field.	89.16	3.61	6.63	.60
Foreign language teachers should teach about careers in their classes.	87.95	.60	3.61	7.83
The ways mathematics can be used in jobs can be taught in a few days in every mathematics course.	50.00	28.91	17.47	3.61

The opportunity for believing career education should be taught separately from subject matter courses was presented by having two items included in the questionnaire. These items pertained to: separate courses on career education, and special career education teachers. The need for having separate courses on career education or having a special career education both drew negative responses,

from 69.87% and 63.25% of the respondents respectively. For the most part, Montana high school home economics teachers seemed to believe the proper place for teaching career education is in the classroom along with the subject matter to which it related, and that career education can effectively be taught by these teachers. (Table 14)

Table 14

Attitudes Concerning Teaching Career Education Separately from Subject Matter

Attitude Statement	Per Cent			
	Agree	Disagree	No Opinion	No Response
Separate courses on career education would be better than incorporating this subject into existing courses.	16.26	69.87	12.65	1.20
Career education should be taught by special career education teachers rather than by regular teachers.	13.26	63.25	18.67	4.82

Vocational Funding in Relation to Integration of Career Education

There were 117 (70.48%) of the respondents who indicated they received vocational funding. There were 124 (74.70%) of the respondents who replied they did integrate career education into their home economics program. (Figure 6) Ninety-four of the 117

respondents who were receiving vocational funding, were integrating career education into the program. Only 16 of the 117 respondents who were receiving vocational funding were not integrating career education into the program. Sixteen of the 43 respondents who were not receiving vocational funding were not integrating career education into the program. Twenty-six of the 43 respondents who were not receiving vocational funding were integrating career education into the program. It appears that most Montana high school home economics teachers who are receiving vocational funding are also integrating career education into the program. Responses to the two questions were significantly related to the .01522 level.

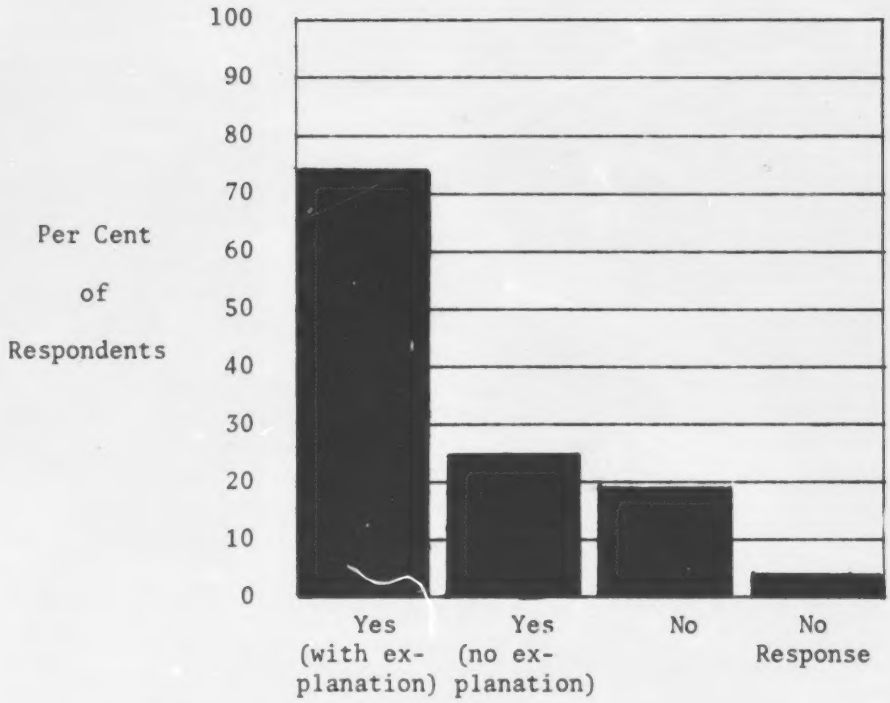

Figure 6

Integration of Career Education into the Program

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Career education has been pictured as a vehicle for change in American education. Real change will have occurred only when it can be seen in the attitudes and actions of classroom teachers. The purpose of this study was to: (a) determine Montana high school home economics teachers' attitudes toward career education, and (b) determine if a significant relationship existed between selected demographic variables and attitudes expressed toward certain aspects of career education.

An instrument developed by the Institute for Educational Development for the Comprehensive Career Education Model Program (C.C.E.M.) was selected for the study. Part I of this instrument was redesigned to ascertain information more suitable to Montana high school home economics teachers. Part II, which concerned attitude assessment, was used in its original form. Face validity for the entire questionnaire was established by submitting it to home economics professionals. It was then mailed to the 200 public and private high school home economics teachers in the state of Montana. One hundred and sixty-nine teachers (84.5%) returned completed questionnaires, 166 of which were statistically analyzed for this

study.

Summary of Results

A majority of respondents were in the 20-29 age group. The average respondent had been teaching 3-5 years and represented schools in the 126-300 students size category. A majority of respondents represented schools receiving vocational funding for the home economics department. Most teachers in the study represented high schools with Future Homemakers of America chapters. Based on size of school, existence of F.H.A. chapters, and vocational funding, the sample was representative of the typical Montana high school home economics program.

Montana high school home economics teachers receive career education information through: magazines and journals, books and Office of Public Instruction, newsletters, individual school systems, workshops, meetings on career education, in-service training, and other, in that order of importance.

A majority of Montana high school home economics teachers: (a) believe present career preparation in high school is inadequate, (b) were divided as to whether or not a good high school has a high percentage of students who go to college, and (c) do not believe that every high school graduate should be guaranteed either further education or immediate employment. This would indicate that they believe other criteria needs to be considered in judging a high school

"good", and guarantee of further education or immediate employment unrealistic for every student.

A majority of Montana high school home economics teachers appear to believe that students should have a paying job before graduating from high school, but not necessarily "several." Respondents also agreed that students should receive credit toward graduation for job experience and be allowed to leave school during the day to work as part of a high school program. Many teachers commented that the value of work experience depends on the supervision involved.

Respondents agreed that career education would be expensive to implement but that it would be worth it in terms of increased employment. A majority of high school home economics teachers indicated that career education should be funded primarily at the local level.

Responses to positively stated principles of career education were very favorable. A majority of respondents agreed that a student's choice of career can be changed by career education in school. Most respondents agreed that local business and professional people and local people would help with a career education program in schools. There was also agreement that an effective career education program would lower the dropout rate, make schools useful to more students, and raise the quality of education. While a minority of respondents indicated grade school should be career oriented, a

majority agreed that career education should be available to all students beginning in kindergarten.

Responses to negatively stated principles of career education revealed that: (a) Montana high school home economics teachers agreed that most high school graduates are not prepared to enter the business world; (b) most agreed that guidance counselors do not know enough about career possibilities; (c) respondents were divided as to whether career education was more important than other areas in the school program that need time, money, and effort; (d) Montana high school home economics teachers disagreed that elementary school was too early to begin thinking about careers; (e) most disagreed that career education would be of greater long term value to boys than to girls; and (f) most respondents disagreed that career education was just another fad that would soon be forgotten.

A majority of respondents indicated that it was appropriate or even desireable for career education to be integrated into subject matter courses and taught by classroom teachers. Separation of career education into separate courses taught by special teachers was not believed to be necessary.

Conclusions

1. A significant relationship was shown to exist between vocational funding of a home economics department and integration of

career education into the program. Hypothesis 1 which stated: There is not a significant relationship between vocational funding of a home economics department and integration of career education into the program, was rejected.

2. Hypothesis 2 which stated: There is not a significant relationship between home economics teachers' sources of information on career education and: (a) age of respondent, (b) years of teaching experience, and (c) size of school, could not be rejected in its entirety. No significant relationship was found between home economics teachers' sources of information on career education and: (a) age of respondent, and (b) years of teaching experience. There was a significant relationship between home economics teachers' sources of information on career education and size of school. It appeared that as the size of school increased, the amount of career education information utilized from meetings on career education, workshops, and in-service training also increased.

3. There is no significant relationship between home economics teachers' attitudes concerning career preparation in high school and: (a) age of respondent, (b) years of teaching experience, (c) size of school, (d) existence of an F.H.A. chapter, and (e) teachers integrating career education into the program. Hypothesis 3 could not be rejected.

Recommendations

For Improvement of this Study

If this study was to be duplicated it is recommended that:

1. A revised instrument, also developed by the Institute for Educational Development, be used instead of the one used. This instrument is much shorter, easier to complete, and less expensive to mail.

2. More time be spent on wording questions to be answered before using a panel to determine the questionnaire items to be included. This way greater correlation between variables and career education could be ascertained.

Use of Results from this Study

1. School administrators, school systems, and the Office of Public Instruction studying possible career education programs should be made aware of the positive attitudes toward certain aspects of career education expressed by those surveyed.

2. Those setting up career education programs should have access to the results of the study concerning ideas as to how best incorporate career education into the program.

3. Results of this study should be available to college home economics education teachers so that the reported general attitudes expressed can be considered in planning teacher education courses.

4. Teachers expressed a preference for local funding of career education programs. Local school boards should be made aware of this attitude before attempting to initiate a career education program.

5. All teacher training institutions should include in their curriculum extensive information about career education, plus thorough instruction in the techniques of providing career education in the classroom and using community resources effectively.

6. Career education ought to be viewed as an essential aspect of every student's educational program, infused into the ongoing curriculum of the high school.

For Further Study

After the Office of Public Instruction formally initiates Montana career education programs, follow-up studies should be done in relation to attitudes, to note any specific changes, as well as in relation to the relative success of career education programs in preparing students for the world of work.

APPENDIXES

APPENDIX A

Questionnaire

Please complete this questionnaire,
place it in the stamped self-addressed envelope,
and return it by April 25, 1977.

ATTITUDES TOWARD CAREER EDUCATION

PART I: BACKGROUND INFORMATION

DIRECTIONS: This section of information is for summary data only.
It will not be used to identify you or your school.
PLEASE COMPLETE EACH OF THE FOLLOWING ITEMS.

1. Age: PLEASE MARK (X) ONE.

____20-29

____30-39

____40-49

____50-59

____60 and above

2. Years of teaching experience: PLEASE MARK (X) ONE.

____Less than 1 year

____1-2 years

____3-5 years

____6-10 years

____11-15 years

____16-20 years

____More than 20 years

3. Size of school: PLEASE MARK (X) ONE.

____0-125 students

____126-300 students

____301-900 students

____Over 901 students

4. Grade levels currently teaching: PLEASE PLACE A MARK (X) BY EACH THAT APPLIES.

____12 ____9

____11 ____8

____10 ____7

5. Sources of Career Education information: PLEASE PLACE A MARK (X) BY EACH THAT APPLIES.

____Office of the Superintendent of Public Instruction, Home Economics Section

____Magazines and journals

____Meetings concerning career education

____Books

____Newsletters

____Workshops

____Individual school system

____In-service training

____Other (specify)_____

_____

6. Does your school have an FHA chapter? PLEASE MARK (X) ONE.

____Yes

____No

7. Does your home economics department receive vocational funding? PLEASE MARK (X) ONE.

____Yes

____No

8. Do you integrate career education into your program? PLEASE MARK (X) ONE.

____Yes → If Yes, how?_____

____No

PART II: DIRECTIONS

Please read each statement carefully. There are no right or wrong answers. Just check the box which best describes how you feel about each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Most people finish high school not knowing what kind of career they prefer.					
2. Students should be told about different jobs and job requirements during the study of every subject in every grade.					
3. "Career Education" is another name for vocational education.					
4. Elementary school is too early for a student to start thinking about career possibilities.					
5. Every student should have at least one paying job before graduating from high school.					
6. Career education will be of greater long term value to boys than to girls.					
7. You don't need a college degree to be a success.					
8. A student's choice of career can be changed by career education in school.					
9. One can easily predict a child's eventual career by looking at his family's ambitions for him and his father's occupation.					
10. Visits from industrial chemists would create more interest in a chemistry class.					
11. Good high schools have a high percentage of students who go to college.					
12. Every student should graduate from high school with a salable skill he can use on a job.					
13. Students going on to college should not make their career plans while in high school.					
14. Every high school graduate should be guaranteed either further education or immediate employment.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
15. A high school student should receive credit toward graduation for working as a:					
a) Camp counselor					
b) Gas station attendant					
c) Stock clerk					
d) Teacher assistant					
e) Hospital volunteer					
f) Political campaign worker					
g) Dental assistant					
h) Sales clerk					
i) Any kind of work					
16. Elementary school would be better if centered around the world of work.					
17. The school guidance department should carry the primary responsibility for career education.					
18. There are areas in the school program more important than career education that need our time, money, and effort.					
19. An effective program of career education would lower the school dropout rate.					
20. Students should hold several kinds of jobs before leaving high school.					
21. Most high school graduates are not prepared to enter the business world.					
22. Guidance counselors don't know enough about career possibilities for students.					
23. The present high school vocational education courses teach students enough about the world of work.					
24. Elementary school students should have workmen, such as postmen, garment workers, and electricians, coming to school to talk about their jobs.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
25. Courses such as art and music would be damaged by including information about job possibilities in those fields.					
26. If schools were career-oriented, they would be useful to more students.					
27. Most local business and professional people would help with a career program in schools.					
28. Career education will cost money but will be a saving for society because of an increase in employment.					
29. State and Federal governments should pay the full cost of career education.					
30. Our local community should pay for career education if the State and Federal governments cannot.					
31. Local residents would be eager to talk to students about their jobs.					
32. Students who are good in history should be told about jobs in this field.					
33. Career education should be available to all students from kindergarten through grade 12.					
34. Separate courses on career education would be better than incorporating this subject into existing courses.					
35. Foreign language teachers should teach about careers in their classes.					
36. The ways mathematics can be used in jobs can be taught in a few days in every mathematics course.					
37. As part of a high school program, students should be allowed to leave school during the day to work.					

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
38. Students should be permitted to miss regular classes in order to go on a field trip with another class.					
39. Career education should be taught by special career education teachers rather than by regular teachers.					
40. The quality of education would be raised by an emphasis on jobs and work.					
41. Career education is just another fad that will soon be forgotten.					

Policy Studies in Education
52 Vanderbilt Avenue
New York, NY 10017

APPENDIX B

Questionnaire Items Pertaining to Each Question to be Answered

1. Is there a relationship between vocational funding of a home economics department (Background question number 7) and integration of career education into the program (Background question number 8)?

2. Is there a relationship between sources of information on career education (Background question number 5) and:

(a) age of respondent? (Background question number 1)

(b) years of teaching experience? (Background question number 2)

(c) size of school? (Background question number 3)

3. Is there a relationship between attitudes expressed concerning career preparation in high school (1, 11, 14) and:

(a) age of respondent? (Background question number 1)

(b) years of teaching experience? (Background question number 2)

(c) size of school? (Background question number 3)

(d) existence of a Future Homemakers of America Chapter? (Background question number 6)

(e) teachers integrating career education into the program? (Background question number 8)

4. Where are Montana high school home economics teachers getting information on career education? (Background question number 5)

5. What are Montana high school home economics teachers' attitudes concerning:

(a) career preparation in high school? (1, 11, 14)

(b) combining school and employment? (5, 15a-i, 20, 37)

(c) funding of career education? (28, 29, 30)

(d) principles of career education which were stated positively? (8, 16, 19, 26, 27, 31, 33, 40)

(e) principles of career education which were stated negatively? (4, 6, 18, 21, 22, 41)

(f) teaching career education in subject matter courses? (2, 32, 35, 36)

(g) teaching career education separately from subject matter courses? (34, 39)

APPENDIX C

Cover Letter

—Montana State University—

Bozeman, Montana 59715 Tel. 406 994-3241

School of Home Economics

April 13, 1977

Dear Home Economics Teacher:

I am currently a graduate student in home economics education at Montana State University. For my thesis I hope to determine the attitudes held by Montana high school home economics teachers concerning career education. Enclosed you will find a copy of the questionnaire I am using for this study.

Would you please take a few minutes of your time to fill out the questionnaire and return it as soon as possible in the envelope provided. Results will appear in the Home Economics Education Newsletter following the study.

Thank you for your help.

Sincerely yours,

Lana M. T. Tingey
Graduate Student
Home Economics Education

Angelina O. Parsons
Advisor
Home Economics Education

Flora Martin, Consultant
Home Economics Education
Office of the Superintendent
of Public Instruction

REFERENCES

REFERENCE NOTES

1. Feeley, P. Personal communication, March 8, 1977.

2. Martin, F. Personal communication, March 2, 1977.

3. Dimock, G., Krug, C., & Carter, C. AHEA Tape Survey Results. Informal survey, 1976. (Available from [AHEA, Montana State University, Bozeman, Montana]).

4. Creekmore, A. M. The Meaning of Home Economics. Presentation to the Association of Administrators of Land-Grant Colleges and State Universities, Chicago, November 4, 1967.

5. Murphy, P. D. Teaching for Employability. Unpublished manuscript, North Dakota State University, June 1972.

6. Brickell, H. M. Personal communication to D. R. Boyd, January 28, 1974.

7. Office of Public Instruction. Montana Home Economics Teachers 1976-77. Unpublished manuscript, 1976. (Available from [Office of Public Instruction, Helena, Montana]).

8. Boyd, D. R. Attitudes Expressed by Oklahoma Vocational Home Economics Teachers Concerning Career Education. Unpublished master's thesis, Oklahoma State University, July 1974.

REFERENCES

Allport, G. W. Attitudes. In M. Fishbein (Ed.), Readings in Attitude Theory and Measurement. New York: John Wiley and Sons, 1967. (Reprinted from American Journal of Sociology, 1928, 33.)

Brickell, H. M., & Aslanian, C. B. Attitudes Toward Career Education. New York: Institute for Educational Development, February 15, 1972. (ERIC Document Reproduction Service No. ED 068 636)

Brun, J. K. Education for Changing Roles. Illinois Teacher of Home Economics, November/December 1975, 79-90.

Chamber of Commerce of the United States. Career Education: What is it and Why do we Need it from Leaders of Industry, Education Labor, and the Professions. Washington, D. C.: 1975 (ERIC Document Reproduction Service No. ED 105 254)

Chamberlain, V. M., & Kelly, J. Creative Home Economics Instruction. New York: McGraw Hill, 1975.

Channels, V. G., & Kupsinel, P. E. Career Education in Home Economics. Danville: Interstate Printers and Publishers Incorporated, 1973.

Compton, N. H., & Hall, O. A. Foundations of Home Economics Research: A Human Ecology Approach. Minneapolis: Burgess Publishing Company, 1972.

Cross, A. Home Economics Evaluation. Columbus: Charles E. Merrill Publishing Company, 1973.

Dennis, C. T. Re-Examination of the Purposes of Home Economics at the Secondary Level. Illinois Teacher of Home Economics, 1964, 8 (1), 3-12.

Developmental Program Goals for the CCEM. New York: Institute for Educational Development, August 1973. (ERIC Document Reproduction Service No. ED 085 059)

Dull, L. W. Limitations of Career Education. Educational Leadership, December 1972, pp. 218-221.

Edwards, L. Techniques of Attitude Scale Construction. New York: Appleton-Century-Crofts Incorporated, 1957.

Evans, K. M. Attitudes and Interests in Education. London: Routledge & Kegan Paul, 1965.

Goldhammer, K., & Taylor, R. E. (Eds.). Career Education: Perspective and Promise. Columbus: Charles E. Merrill Publishing Company, 1972.

Green, J. A. Introduction to Measurement and Evaluation. New York: Dodd, Mead, & Company, 1970.

Hoggatt, C. Exploring Home Economics Related Careers: Introduction to Vocations. New Brunswick: Rutgers, March 1976. (ERIC Document Reproduction Service No. ED 128 601)

Home Economics Careers. Career World, October 1974, 3 (2), 6-16.

Hoyt, K. B. An Introduction to Career Education: A Policy Paper of the United States Office of Education. Washington, D. C.: USOE, 1975. (ERIC Document Reproduction Service No. ED 130 076)

Hoyt, K. B., Evans, R. N., Mackin, E. F., & Mangum, G. L. Career Education--What it is and How to do it. Salt Lake City: Olympus Publishing Company, 1972.

Jacobsen, K., & Drier, H. N. Attitudes Toward Career Education--Identification and Change. Presentation to the Seventh Annual Vocational and Technical Teacher Education Seminar, Dallas, October 22-25, 1973. (ERIC Document Reproduction Service No. ED 105 128)

Marland, S. P., Jr. Career Education. Speech to the International Conference on Education, Geneva, September, 1971. (ERIC Document Reproduction Service No. ED 056 203) (a)

Marland, S. P., Jr. Career Education: More than a Name. Speech to the Annual Meeting of the State Directors of Vocational Education, Washington, D. C., May 4, 1971. (ERIC Document Reproduction Service No. ED 050 295) (b)

Marland, S. P., Jr. Career Education Now. Speech to the Convention of the National Association of Secondary School Principals, Houston, January 23, 1971. (ERIC Document Reproduction Service No. ED 048 480) (c)

Marland, S. P., Jr. Marland on Career Education. American Education, November, 1971, 7 (9), 25-28. (d)

Marland, S. P., Jr. Career Education: Every Student Headed for a Goal. American Vocational Journal, March 1972, 47 (3), 34-36, 62.

Oppenheim, A. N. Questionnaire Design and Attitude Measurement. New York: Basic Books Incorporated, 1966.

Rokeach, M. Beliefs, Attitudes, and Values. San Francisco: Jossey-Bass Incorporated, 1968.

Shoemaker, B. R. Career Education: A Chance for Change. American Vocational Journal, March 1972, pp. 27-31.

Spitze, H. T. The Future of Secondary Home Economics. Journal of Home Economics, March 1977, 7-10.

Stevens, S. S. Measurement, Statistics, and the Schemapiric View. Science, August 30, 1968, 161 (3844), 849-856.

Tate, M. T. Home Economics as a Profession (2nd ed.). New York: McGraw Hill Book Company, 1973.

TenBrink, T. D. Evaluation: A Practical Guide for Teachers. New York: McGraw Hill Book Company, 1974.

Thurstone, L. L. Attitudes Can be Measured. In M. Fishbein (Ed.), Readings in Attitude Theory and Measurement. New York: John Wiley and Sons, 1967. (Reprinted from American Journal of Sociology, 1928, 33.)

Thurstone, L. L. The Measurement of Social Attitudes. In M. Fishbein (Ed.), Readings in Attitude Theory and Measurement. New York: John Wiley and Sons, 1967. (Reprinted from Journal of Abnormal and Social Psychology, 1931, 26.)

Travers, R. M. W. (Ed.). Second Handbook of Research on Teaching. Chicago: Rand McNally College Publishing Company, 1973.